

Closed Senate session debates McGill future

by Larry Black

A large portion of yesterday's Senate meeting was held behind closed doors, despite a motion by student representatives to keep it open.

The meeting was originally proposed to be held in camera two weeks ago because of "the sensitive nature of subjects which might be distorted by the press." The meeting was to have involved debate on future student recruitment programs and change in "the character of McGill."

At that time, the motion to close the meeting narrowly passed 25 to 23.

At yesterday's meeting, according to a usually reliable source, some student members of Senate proposed to reopen the debate, claiming that the future of McGill would be of interest to all of the university.

Senate voted on the resolution, with a 26 to 25 majority in favour of opening the meeting. A recount however was called for when a tally of votes, including abstentions, revealed that some Senators had voted more than once.

The final count was 28 to 25 in favour of keeping the meeting closed.

The source told the Daily that the closed session dealt with the question of whether the

university should "cater to the community," a measure which would apparently involve increasing the number of francophone students at the university.

The source said that one Senate member of the Board of Governors felt this move was unnecessary, since "Concordia University already serves the purpose of catering to the ethnic community."

A further suggestion was that the university should actively reduce student enrolment in the university and concentrate on research, and the "tradition of excellence" which the University has maintained, the source said.

Senate defers Centre discussion once more

by Milton McTavish

Senate yesterday deferred for the fourth consecutive session an Arts faculty resolution which calls for a review of the circumstances surrounding the funding and academic preparation of the proposed Centre for the Study of Regulated Industry.

The resolution, sponsored by Dr. John Weldon and Dr. Peter Gutkind, was passed at a Faculty of Arts meeting last January 22. It questions not only the way in which funds were solicited for the proposed Centre, but also the whole concept of the University carrying out research for certain industries.

Three multi-national corporations have already pledged \$750,000 towards the proposed Centre. Administrators admit

that some of the money has already been cashed, even though the Centre has not yet been approved by Senate.

Principal Bell said yesterday that the whole issue of the Centre has been "the most misrepresented matter I've ever seen." He said that he "does not believe that it's an urgent matter" but assured the Senate that it would have high priority at the next meeting on March 26. (The Daily ends publication on March 27).

Bell said that the issue could not be discussed at yesterday's meeting because Dale Thomson, Vice-principal of Planning, was not at the meeting to present a detailed report outlining the administration's position on the matter. Thomson left the meeting early to catch a plane.

Bell noted that "everything about the Centre has not been decided—it is still in its very early stages." He added that "not all the money has yet been collected."

Senate also failed yesterday to act on a report from the Faculty of Graduate Studies and Research entitled "Elements of a Research Policy for McGill." The report outlines certain guidelines for research activity at McGill, including military and industrial research. If passed by Senate, it will de facto clear the way for the proposed Centre.

John Dove from the group Science for the People, will speak on "China: Science Walks on Two Legs" tonight at 8 pm in Leacock 219.



The grade four class of Guy Drummond school in Outremont paid a visit to McGill yesterday, lunch-boxes in hand. According to teachers Nancy Slater and Faye Dankoff they came to "play games on the computers on the 5th floor of the Education building." Nearby 1G Education students remarked: "Wish we could do the same."



I.F. Stone—"There is no better way to fool the people than to tell the truth" ...on the other hand... "I'm giving up, I hate making speeches, people all want me to say what they think" ...on the other hand... "This doesn't mean socialism isn't any good"...

I.F. Stone ad libs

by Charlie Clark and Shawn Leary

I.F. Stone was introduced last night to a jam-packed Leacock 132 as the person who had witnessed more contemporary American history than any one else in the room. "What the hell kind of introduction is that?" he snapped. "I regret to say," Stone apologized, "I did miss the battle of Gettysburg."

Speaking without notes, Stone opened with the comment that the analysis of social ills is fraught with demonology. "Historically, whether left, right or centre, people have looked for evil spirits and evil men to explain things that go wrong," Stone suggested. "People love lynching."

"Almost every utopia is something you reach across the threshold of a little more murder," Stone said. "We have to rid ourselves of the pleasures of hatred and examine the emotions entangled in these theories."

Stone warned the left against being drawn into oversimplified thinking. "Marx was a great revolutionary" he said. "But American movies are a greater revolutionary force than any writer of treatises."

Stone explained that when colonial peoples are suddenly able to view our automobiles, trimmed lawns and other luxuries, internal class struggles between rich and poor people become struggles between rich and poor nations.

"Are we going to deliberately consign other human beings to starvation and death," Stone asked, "while we go on living at such a high level of comfort and waste?"

Most of the world's problems are now beyond the remedial power of the greatest nation-states, he commented. "We live on a small planet. Our problems are international ones, and

we're going to sink or swim together. Unfortunately," Stone continued, "nationalism, tribalism and all kinds of anachronistic hatreds persist. We're desperately in need of a world government."

Stone spoke of the League of Nations and the United Nations as having been steps toward total disarmament, and warned that if World War Three comes, we might not have a chance for a further step.

We have the beginnings of organization, he said. Stone's examples of such organization include the World Bank and the International Monetary Fund, both Washington-based lending associations.

According to Stone, we need to develop the psychological underpinnings for a fraternal world community which takes pleasure in the diversities of mankind.

"I despair that I don't know how to achieve this. But it's unfortunate that men, in their searches for demons, have responded to phony, virile, intellectuals with all their Hobbesian crap." Stone said that the 'might is right' idea was the thinking behind the 'Nazis disease.' He later referred to Hegel as "that faithful lickspittle servant of the Prussian state."

In addition to the problems of world community, Stone commented on freedom of expression and thought. "I'm not charitable about the U.S.S.R. fifty years later. It's a strong country and freedom of thought should be stronger by now." Stone went on to say that no matter what kind of system you build, if you don't have the right to spit in the boss's eye, he'll abuse his power.

Stone's ideal society would be "a synthesis of socialism and

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midnight

Come and join the studio audience of CBMT's late-night talk show, hosted by Laurier LaPierre, and produced live every Friday night at 11:30. Also, a pre-show guided tour of the Maison de Radio-Canada gets under way at 10 p.m. the same evening. For reservations for Midnight and the tour, phone 285-2690 (during office hours).

CBC Television in Montreal

CBMT 6



Professor Richard Hamilton

Department of Sociology, McGill
will hold a seminar on

The Social Bases of National Socialism in Pre-War Germany

(startling new findings on an old scene)

Thursday March 13th
1:00 P.M.

Hillel 3460 Stanley
3rd floor

apology

We are sorry that Circus ad appeared with a typographical error on Tuesday, March 11.

The ad is in its correct form in today's paper.



Special Offer

to McGill
Students

Circus Restaurant
(the Steerburger House)

1177 Ste. Catherine St. West,
corner Stanley St.

Invites You

to try our super Char-broiled Steerburegers, made from
Canada Choice meat.

For only \$1.29

upon presentation of this coupon

1. 1/4 lb. of Char-broiled Steerburger on a toasted bun
2. Golden Brown F.F. or Baked Potato
3. Complimentary tray of dill pickles, cole slaw, onions
4. Regular mug of Ice Cold Root Beer or 7-up

[at this location only]

Offer expires March 25, 1975 One coupon per student.

classifieds

These ads may be placed in the advertising office at the University Centre from 9 am to 5 pm. Ads received by 10 o'clock appear the following day. Rates: 3 consecutive insertions—\$3.00 maximum 20 words, 15 cents per extra word. 392-8902.

HOUSING

SUBLET: 3 1/2 room apartment near McGill available May 1, \$165, swimming pool. 843-3313.

APARTMENT to let. 2 1/2 rooms, bath and kitchen. Call 843-5339.

Sublet: April 1 to August 31. Furnished 1 1/2 on Lorne. Laundry in basement, sundeck on roof. Reasonable. Call Alexander 849-0300.

Summer Sublet: Beautiful 4 bedroom furnished apartment on Mansfield. Big modern kitchen, laundry in basement, sundeck. Call 288-9879.

Sublet: 1 May to 31 August, 3 1/2, downtown. \$165.00 month, unfurnished. Call Debby 392-4935 day, 843-5598 evenings.

Sublet: Large 2 1/2, view of mountain, opposite McGill (University St.). \$165.00 month, furnished, utilities included. Call 842-0075, 5-8 PM.

Sublet: 1 1/2 furnished, \$135 on Bedford. 3135 Bedford, #105. Call after 6 PM at 739-1403.

GREAT DEAL: Apartment to let. Must go. Near McGill on Prince Arthur. Call 843-5339.

Female graduate student looking for third person to share upper duplex in N.D.G. Own bedroom. Very reasonable rent. Call 488-3611.

SUBLET: Spacious 4 1/2 room apartment, May 1 to Sept. 1; or longer; \$175.00/month furnished or unfurnished; Milton-Durocher. Call 488-3611.

SUBLET: Spacious 4 1/2 room apartment, May 1 to Sept. 1; or longer; \$175.00/month furnished or unfurnished; Milton-Durocher. Call 849-6860.

SUBLET: May-Sept. 1st. Large, sunny 4 1/2, furnished. Downtown, \$130. Leave message at 588-7546, 9-5 PM only.

1 1/2 to sublet. May 10th to Sept. 1. 3575 University St.; Balcony with nice view, full bathroom and kitchen. Call 288-6099. \$121 per month.

FOR SALE

JVC Stereo component set: turn table, AM-FM radio, 8-track tape recorder and player, speakers. Excellent condition. Call 282-0335.

For Sale: Double Bed with two mattresses and large dresser. Each \$30, both \$50. Call 733-9230 or 738-2566 after 6.

MISCELLANEOUS

Have your tax report done by experienced people. Call David 738-8816 (7-11 PM) or Sam 482-1505 (9-10:30 AM or PM).

"El Cheapo" lunches, Mon. - Fri. 12-2, Yellow Door Coffee House, 3625 Aylmer, 392-4947.

Moving? Graduate student - trucks available, efficiency and reliability absolutely guaranteed. Book now for April. Move anything, low rates. Tim 481-6385.

Join us for a weekly celebration of the Eucharist. Simple, contemporary Anglican Liturgy. Every Friday, 1:00 Yellow Door Coffee House, Second floor. Info. 392-4947.

WANTED

Subjects needed for ESP research. Call Eric at 849-8230. Please leave message if not home.

Wanted: GOOD home for beautiful burmese cat. Phone 937-0409 evenings.

Record wanted: two copies of "Early Lightfoot" by Gordon Lightfoot. If you have one to sell, please call Mari 849-2655 after 6.

ENTERTAINMENT

MFS Weekend: The Lady Vanishes, Fri. March 14; The Last Detail, Sat. March 15. Both in L 132; 7 & 9:30 PM. \$75. Info. 392-8934.

The Graduates' Society Children's Film Programme presents an animated "Charlotte's Webb". Saturday, March 15, Leacock 132, 11:00 and 1:30. \$50.

JOBS

Part time typist required immediately for McGill Law Journal. Hours very flexible. Contact Phil Grodinsky at Journal office, 845-8824, or home, 482-3236.

PERSONAL

Problem? Feel you need to rap with a rabbit? Call Israel Hausman. 341-3580.

LOST

Lost necklace silver with blue stone. Highly sentimental. Reward. Call 274-5159.

Lost at GERTRUDE'S: a pair of silver framed glasses (PRESCRIPTION) with wire ear piece. Any information phone Don 653-3118.

LOST

LOST DOG: medium sized black and brown female, setter-like with feathered tail & floppy ears. Lost Wed. 5 at which time she was very pregnant. Name Raya. Call Allina 845-4958 or 392-5893.

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a.r. **Wanon** o.o.d.



1475 Drummond St.
(corner de Maisonneuve)
Mtl., Que. H3G 1W3
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Campus Legal Aid

Free, Comprehensive,
5 days weekly 10 a.m. - 4 p.m.
Union Bldg., 4th fl.
Phone: 392-8918
Room 414

Orientation '75

APPLICATIONS

are now being called for:

- 1 Co-ordinator
- 2 Assistant Co-ordinators

Applications to include:

1. Evaluation of Orientation '74
2. Proposals for programme and organization of Orientation '75
3. Personal background and experience

Please submit written applications to:

Mrs. S. Hempey
Dean of Students' Office
3465 Peel Street

DEADLINE: *Friday, March 14, 1975*

N.B. Applicants MUST apply SEPARATELY and NOT on a team basis.

Indian education

"In plain words the system was lousy. The curriculum stank, and the teachers were misfits and second raters."

—G.H. Cardinal

by Rory Clarke

"Indians sometimes think that if the government authorities became convinced they could solve the Indian problem by purchasing gallons of white paint and painting all of us white, they would not hesitate to try. In fact, the government's education policy almost seems aimed in that direction. Indians recognized that education is one of the major tools that will help us strike off the shackles of poverty and, incidentally, the tyranny of government direction. But the white man apparently believes that education is a tool for the implementation of his design of assimilation."

—G.H. Cardinal

Belatedly, the National Indian Brotherhood "spokesman" of the Indian people studied the existing native education programs. In December, 1972, they produced a policy paper that proved to be a milestone in the progress made in Indian education. The paper provided guidelines for Indian control of their education. It emphasized the roles of parental responsi-

bility and local control of education. It recognized that Indian parents sought participation and partnership with the Federal Government, whose legal responsibility for Indian education is set by the treaties and the Indian Act.

In its "Statement of Values", the policy paper says "We want education to provide the setting in which our children can develop the fundamental attitudes and values which have an honoured place in Indian tradition and culture... We believe that if an Indian child is fully aware of the important Indian values he will have reason to be proud of our race and of himself as an Indian".

In the past, it has been difficult to implement these values. "Integration" has been the key word in Indian education; it has been a conspicuous failure. One Indian student labelled his education a "whitewash"... a process to equip him with white values, goals, language and skills needed to succeed in the dominant Canadian society. Jean Chretien, Minister of Indian Affairs and Northern Development, admitted that



Most federal and not enough provincial schools have Indian school or education committees similar to school boards.

this "White-washing" is, I am sorry to say, about all that some schools have been trying to do."

History

"One of the major problems of the Indian people is the missionary. It has been said of missionaries that when they arrived, they had only the Book and we had the land; now we have the Book and they have the land. An old Indian once told me that when the missionaries arrived, they fell on their knees and prayed. Then they got up, fell on the Indians and preyed."

—Vine Deloria Jr.

Before 1950, the responsibility for educating Indian children fell into the hands of the missionaries.

In Quebec, the earliest attempt to educate the Indian population was the establishment of a mission school at Lorette among the Hurons. It boasted the first Indian schoolteacher. After Confederation, when the responsibility for Indian education passed to the federal government, grants of \$12 per year for each Indian were passed to the various religious denominations sponsoring schools.

The first schools created by the missionaries were residential schools. This system was considered functional because the nomadic life of the Indian prevented him from studying in one location. The residential school system allowed the family provider to roam the wilderness as hunter or as trapper while, at the same time, his children were being educated at a residential school. They stayed at these schools for ten months of the year and sometimes all year round.

"The residential schools failed in their first purpose: turning out good little Christians. They alienated the child from his own family; they alienated him from his own way of life without in any way preparing him for a different society..."

Worst of all, perhaps, the entire misconceived approach, the illogical [to the Indian children] disciplines enforced,

the failure to relate to new education in any pragmatic way to their lives turned the child against education, prevented him from seeing or appreciating the benefits of a real education.

—G.H. Cardinal

The policy of having Indian children educated together with non-Indian children was given prominence in educational planning in 1948.

Federal schools provided education at the primary and secondary levels on Indian reserves until the early 1950's. With the shift in emphasis from schools operated by the Federal Government, the secondary level has gradually been left to provincial schools. A government document states that "in those schools which remained under the control of the Federal Government, the curriculum was changed to follow the provincial one. The schools are located chiefly in isolated areas where integrated schooling is difficult to understand."

Today, about 40% of Indian students are in federal schools, which, in the main, provide education up to the grade 8 level.

Integration isn't working

Figures compiled in 1968 show that about 50% of Indian students don't go beyond grade 6; about 61% fail to reach grade 8. Between grades 1 and 12 there is an approximate 94% to 96% dropout rate. Compare this with the 12% national rate of dropouts for non-Indian students over a 12 year period. While almost all Indian secondary school pupils attend provincial high schools, the number who graduate are pitifully few.

Reasons

Unemployment figures in Indian communities far exceed national percentages. Penal institutions supply alarming figures on the increase in the proportion of Indian inmates to the rest of the population. Unemployment and delinquency often follow educational failure.

The irrelevant curriculum is a prime reason for failure. One

observer remarked that "children had to endure a cookie-cutter education from well-intentioned teachers who were determined to turn out functional and identical Canadians."

Another important reason has been that many of the teachers are unfamiliar and unsympathetic with the needs of their Indian students. An observer said: "there are dropouts and there are pushouts; teachers who are unable to teach English as a second language; teachers who harbour prejudices in any form; these teachers are pushing Indian students out of school."

Equal opportunity is further hindered by current practices in representation on school boards. There has been very little Indian representation; most of the control has been in the hands of the Government.

These issues—representation, teachers and curriculum—were the principal facets of education over which the Indians wished to have control.

After the NIB paper

Although the government's policy since the release of the National Indian Brotherhood paper has changed, the practice has not.

The government deals with provincial school boards, which supposedly have Indian representation. However, the Indians affected live on federally-owned reservations. If you are not a member of the municipality of the province, you cannot be on that school board. This is probably the main reason why Indian representation on school boards is so poor.

Effects

Across Canada, there have been an increase of Native studies programs. However, with a few exceptions, the majority of present in-school projects in Native studies appear to be teacher-initiated, with little or no involvement from the local community. While many interesting programs are being offered, over-reliance on individual teachers' initiative for introducing Indian studies in the schools have proven disastrous—once the

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INDIAN EDUCATION STATISTICS NOTES FOR MINISTER

Table 1 Indian Student Enrolment - Kindergarten, Elementary, Secondary and Post-Secondary for 1960, 1965, 1968, 1971 and 1972

	1960	1965	1968	1971	1972
Kindergarten	2,911	3,660	5,699	8,206	8,215
Elementary (Grades 1-6)	31,225	38,929	40,331	43,036	43,242
Secondary (Grades 7-12)	7,493	12,280	15,045	19,822	20,796
University	91	177	247	639	Not available
Vocational Training	356	1,244	2,019	5,555	Not available
Upgrading	60	1,387	1,443	10,580	Not available
Adult Education	400	2,753	13,142	24,745	Not available

Table 2 Student Retention - Elementary, Junior Secondary and Senior Secondary Percentage for 1967 and 1972

	1967	1972
Percentage completing elementary school (grade 6)	71%	80%
Percentage completing junior secondary school (grade 8)	48%	59%
Percentage completing senior secondary school (grade 12)	10%	16%

Table 3 Indian Student Progress - by Age and Grade for 1971

	1971
Students in expected grade for their age	40%
Students in advanced grade for their age	2%
Students in lower grade for their age	58%

Students' Society Financial Statement

Next week the Students' Society plans to hold a referendum on the executive's proposed changes in the constitution, which would include a hike in student fees. Students' Council has voted to support the amendments because of the dismal

state of Society finances.

This is a detailed report of the Society's finances based on the auditor's 1973-74 financial report. Students are urged to study the report before deciding what stand they should take.

REVENUE	1974 \$	1973 \$
Students' fees	319,909	300,741
Interest on investment reserve fund	14,005	16,105
Other income	<u>3,434</u>	<u>2,282</u>
	337,348	319,128
EXPENDITURE		
Students' activities - net (schedule 1)	124,786	132,034
McGill Students' Union (schedule 2)	149,868	122,707
Office and administrative (schedule 4)	48,347	48,611
General (schedule 4)	22,502	32,789
Expenditure applicable to prior years	<u>1,697</u>	<u>3,022</u>
	347,200	338,163
Equipment purchases included in the above	(9,852)	(20,036)
Depreciation	<u>6,876</u>	<u>15,480</u>
	(7,296)	(5,301)
EXCESS OF EXPENDITURE OVER REVENUE FOR THE YEAR	10,222	9,852

OFFICE AND ADMINISTRATIVE	1974 \$	1973 \$
Salaries and benefits	29,460	35,704
Postage, stationery and printing	1,604	1,081
Telephone and telegraph	43	740
Audit fees	2,150	1,450
Legal fees	6,461	1,008
Supplies	450	1,114
Advertising	213	1,731
Insurance	3,347	2,725
Miscellaneous	<u>4,619</u>	<u>3,058</u>
	48,347	48,611
GENERAL		
Meal allowance and other -		
Society directors' expense	1,672	1,850
Travelling	51	727
Election	6,904	5,393
Meetings	1,811	951
Bad debts	4,750	13,572
Interest - McGill University (note 2)	2,466	3,123
Retirement and other gifts	1,226	3,376
Typesetting (schedule 9)	3,591	3,747
Disco-Pub	31	
Miscellaneous	<u>31</u>	<u></u>
	22,502	32,789

BALANCE SHEET AS AT JUNE 30, 1974		
	1974 \$	1973 \$
ASSETS		
CASH	22,997	29,676
ACCOUNTS RECEIVABLE	20,607	11,852
FUNDS ON DEPOSIT WITH MCGILL UNIVERSITY -		
Investment reserve fund	136,947	183,803
Students' Society loan fund	4,517	2,731
PREPAID EXPENSES	<u>2,299</u>	<u>1,419</u>
	207,367	229,481
EQUIPMENT (note 1)	<u>33,232</u>	<u>34,132</u>
	241,104	263,613
LIABILITIES		
ACCOUNTS PAYABLE -		
McGill University	6,880	17,687
Other	39,870	27,555
AMOUNT DUE TO MCGILL UNIVERSITY (note 2)	<u>27,538</u>	<u>41,208</u>
	74,288	86,550
SOCIETY'S EQUITY		
SURPLUS	<u>166,816</u>	<u>177,063</u>
	241,104	263,613
SIGNED ON BEHALF OF THE COUNCIL		
<i>George D. Arlin</i>		
President		

GRANTS TO STUDENT SOCIETIES AND CLUBS	
A.I.E.S.E.C.	216
Architecture Undergraduates' Society	1,130
Arts and Science Undergraduates' Society	12,555
Drop in the Bucket Programme	667
Education Undergraduates' Society	4,803
Engineering Undergraduates' Society	5,502
Inter-Residence Council	1,500
George Kopp	1,900
Law Undergraduates' Society	4,045
Management Undergraduates' Society	3,600
Medical Students' Society	2,922
Music Undergraduates' Society	800
Physical and Occupational Therapy Society	600
Redmen Marching Band	100
Post Graduate Students Society	7,500
School of Nursing	600
Theological Undergraduates' Society	<u>300</u>
	\$48,737

TYPESETTING	
Revenue -	
McGill Daily	29,136
Others	<u>48,162</u>
	77,302
Expenditure -	
Salaries and wages	58,454
Fringe benefits	2,289
Equipment rental	7,150
Photographic supplies	6,035
Paper and paste-up supplies	2,220
Equipment purchase	2,304
Miscellaneous	<u>179</u>
	78,531
Net expenditure	\$1,226

	Net expenditure (net revenue)	
	1974 \$	1973 \$
Activities Night	130	105
African Students' Association		25
Amateur Radio Club	3,216	1,396
Arab Students' Association	40	142
Armenian Students' Association		46
Black Students' Union	1,139	1,243
Blood Donor Clinic	1,166	1,090
Bridge Club	(35)	
Camera Club	(148)	(78)
Campus Legal Aid	1,040	563
Caribbean Society	766	
Chess Club	222	780
Chinese Students' Association	2,461	629
Community Programme	945	971
Debating Union Society (schedule 8)	11,157	16,775
External Affairs	1,664	1,952
Film Society (schedule 7)	6,894	2,475
Fine Arts	608	330
Gay Society		(2,339)
Grants to Student Societies and Clubs (schedule 5)	48,737	43,546
Handbook	3,274	1,101
Hellenic Club		(46)
Indian Students' Association	95	90
Information Centre	(127)	
Interaction McGill	713	
International Students' Association	1,447	448
Italian Club	379	
Latin American Students' Association	302	(9)
Malaysian Students' Association	178	139
McGill Annual (schedule 7)		8,443
McGill Daily (schedule 6)	29,260	37,807
Players Club (schedule 7)	3,676	1,411
Radio McGill (schedule 8)	4,685	6,694
Red & White Revue (schedule 7)	723	4,249
Savoy Society	(191)	(516)
Stamp Club	370	97
Students' Directory		1,581
U. S. Students' Association		16
West Indian Students' Association		876
	174,786	172,034

MCGILL STUDENTS' UNION		
	1974 \$	1973 \$
Revenue -		
Rent (McGill Bookstore)		12,000
Miscellaneous	<u>2,662</u>	<u>1,571</u>
	2,662	11,571
Expenditure -		
Salaries and wages	45,795	42,332
Light and heat	4,354	11,827
Cleaning	22,338	20,959
Repairs and alterations	21,276	26,469
Taxes	17,416	4,102
Telephone	10,766	10,112
Security	14,713	10,032
Laundry	801	1,027
Unemployment insurance	1,093	740
General	1,595	1,728
Xeroxing and duplicating	1,841	2,009
Social committee	<u>28</u>	<u>4,072</u>
	142,086	135,422
Excess of expenditure transferred from cafeteria (schedule 3)	<u>10,444</u>	<u>849</u>
Net expenditure	149,868	122,707

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freedom based on a combination of Marx, Lenin and Jefferson. In a society in which people have the benefit of freedom of speech, a monster like Stalin's Russia would never have been created," Stone said.

"I believe in socialism—it's coming in one form or another everywhere," Stone continued. "I'm sympathetic to China. When you compare it to India, you see the depth of Mao's achievement. But Maoism," Stone asserted, "is in the grip of the same theological demonology that America experienced during the McCarthy period."

"China sold out the Vietnamese people to Nixon," Stone

said, "and I think it's a terrible thing. Hitler was never an honoured guest in London, Paris, or Washington while he was destroying the Spanish Republic, and I resent the fact that Nixon was an honoured guest in Moscow and Peking while the U.S. was bombing Viet Nam." According to Stone, Nixon got leverage from the Sino-Soviet quarrel, so that Moscow bought its wheat and China got into the U.N. through the blood of the Vietnamese people.

Adding what he termed "a demagogic plea to women's liberation," Stone praised Rosa Luxembourg as a champion of freedom of thought.

"Freedom is a natural characteristic of good human beings. If people have never heard of freedom, they would have invented it."

Net expenditure

McGILL DAILY

1974 \$	1973 \$
<u>29,260</u>	<u>37,807</u>

Net expenditure

Debating Union Society	Radio McGill
<u>\$11,157</u>	<u>4,685</u>

McGILL STUDENTS' UNION CAFETERIA

Net expenditure transferred to Union

1974 \$	1973 \$
<u>10,444</u>	<u>849</u>

Net expenditure

McGill Annual	Film Society	Red & White Revue	Players Club
<u>\$ -</u>	<u>6,894</u>	<u>723</u>	<u>3,676</u>

Review

McGill's best yet

by David Douglas

John Gay's *The Beggar's Opera* (1728), the source from which Weill and Brecht adapted the *Three Penny Opera*, is a comedy rich in colour, action, musical invention, and language. It is, in a word, "Showy", and hence a challenge to even those companies with abundant resources, talent, and time. The English Department's production overcomes a number of limitations and stands as one of the finest shows McGill has seen in several years.

The plot is fairly straight-forward: The gentleman-highwayman Macheath is secretly married to the lovely and ingenuous Polly Peachum. Polly's father, a shrewd and cynical receiver of stolen goods, learns of the marriage and is outraged. Fearing that through the marriage, Macheath will learn his (Peachum's) business secrets, he arranges to have Macheath arrested for his criminal activities.

In London's Newgate Prison, Macheath persuades Lucy Lockit, the jailor's daughter and one of Macheath's many lovers, to help him escape. Peachum and Mr. Lockit soon recapture him though, and Macheath is sent to the Old Bailey for trial. But in keeping with the satirical and comic tone of the play, the *Beggar-Playwright* enters at this point and gives Macheath his freedom and the play a happy ending.

The Beggar's Opera was, in

its time, something of a radical work, for it is not only a parody of the then fashionable Italian opera and English sentimental comedy, but also a satire on the corruption, dishonesty, and hypocrisy of English upper class society.

The play's theme is boldly announced in the last act by the *Beggar-Playwright*: "Through the whole piece you may observe such a similitude of manners in high and low life, that it is difficult to determine whether (in the fashionable vices) the fine gentlemen imitate the gentlemen of the road, or the gentlemen of the road the fine gentlemen."

Crucial to the success of the production of *The Beggar's Opera* is the visual element of the play, and here the English Department's production is extraordinarily impressive. That intelligence, care, and hard work have gone into Dan Hoffman's set and Cathy Graham's costumes is abundantly evident. From both a craft and an aesthetic viewpoint the spectacle aspect of the play is an unqualified success.

The acting of the principals is a sheer delight to watch. Mendy Abramovitch, as Macheath, and Donna Kalil, as Polly, are both relaxed, confident, and charming. Abramovitch, as the harried Macheath, always just one step ahead of the hangman, is superlative. Donna Kalil is entertaining and stylish as the fluttery Polly, who is possessed of just enough brain to get her through it all.

Linda Burdayron's Lucy Lockit is the female equivalent of the mustachioed villain who ties pretty young things to railroad tracks. She is the perfect foil for Polly, and no less impressive a comic actress.

Arne Ovstaas' attention to details of characterization is excellent. As the severe, sober, and ever so calculating Mr. Peachum, he is consistently fine. Leor Margulies, as Mr. Lockit, offers an equally controlled performance and evidences a fine sense for broad comedy.

What is true of the lead actors and actresses is just as true for many of those in supporting roles. Susan Gammie, as Diana Trapes, and the eight ladies of easy virtue are among those who turn in hilarious performances.

The singing is sometimes of uneven quality, though the voices of Kalil and Abramovitch stand out as exceptions to this generalization. Words often get swallowed and voices are at times not loud enough. Despite this limitation, it is the kind of play at which a good time will be had by all. Everyone is encouraged to see it.

The Beggar's Opera continues through Saturday at Moyse Hall, Arts Building. Showtime is 8 pm, and an additional performance will be held Saturday at 2 pm. Student ticket prices are \$2.00 for evening performances, \$1.00 for the Saturday matinee. They may be purchased at the Union box office or at the door.

From our readers

Student's trial inconclusive

On Friday, February 21, an estimated fifty McGill students packed a Montreal courtroom for the fourth preliminary hearing of Ismail Haridy, a McGill student charged with assaulting Therese Couture, a native Montrealer. After more than three hours of confusing testimony by Couture, her friend Gigi, and an exceptionally nervous policeman, it was decided that the evidence presented by the prosecution was sufficient to warrant a criminal trial to be held next September.

The hearing was marked by outbreaks of laughter and surprise from all present at the apparent confusion of the prosecution's story. Not only did Couture's testimony conflict with that of the other two witnesses, but she also contradicted her own sworn statements. After admitting that she had "lied" in her testimony, Miss Couture said that she was pursuing the charges "for her children's sakes," (much to the bemusement of the judge).

The prosecution relied heavily on the testimony of the arresting officer, who, Ismail claims never to have seen before. Although the officer acknowledged his own "computer-like memory", he was unable to remember the names of his fellow officers or the number of his own squad car, or even the number of Ismail's apartment.

Gigi, who allegedly accompanied Miss Couture that evening, stated that she lent a completely nude Miss Couture her overcoat. The policeman stated that he borrowed a coat from a passing cab driver to cover Miss Couture, whom he found nude on Sherbrooke

Street. But Miss Couture insists that her clothes were still on her body in various states of disarray and that she was met by the officer in Ismail's apartment. The list of contradictions is lengthy.

When the verdict was announced, a whisper of shock spread through the courtroom as viewers turned to each other in disbelief. The presiding judge who had been laughing minutes earlier was now pronouncing formal criminal charges. Ismail was visibly shaken as he realized that he is now faced with six more months of waiting for the culmination of events dating back to July 1973, which include several brutal beatings and numerous court appearances.

Many have speculated as to the causes of Ismail's difficulty with the police. His long history of harassment from the police leads many to the conclusion that he is guilty. However, he has no past record of charges or convictions, nor has he ever been involved with any persons or organizations that have been in conflict with the police. Perhaps the police bear a special grudge because Ismail was responsible for the suspension of one of their fellow officers. Perhaps there is more to the story than has been revealed. However, the fact remains that Ismail is innocent until proven guilty beyond any doubt, and at this time there are certainly many doubts surrounding these charges of criminal assault.

McGill students will be asked to support Ismail in the trial next fall. Any students wishing further information should contact Rob Long at 843-3441.

Rob Long

From our readers

Solving the Canadian Indian "problem"

Sociology Professor John Anson Warner of the University of Regina spoke at McGill recently. His topic was the historical and sociological development of the North American Indian. The lecture pointed out the Canadian Indian learned from the experiences of the American Indian, but that the Canadian government did not learn from the American government.

In the American West, particularly Colorado, the settlers preceded "Law and Order," coveting the lands of the Indian for mining, agriculture and trails. The only way to deal with the native population was to liquidate them, thus a make-shift army of settlers was commissioned by the Colorado governor. This led to the

massacre of Black Kettle's tribe. The American Cavalry was called in only after the settlers initiated war with the "Indians be damned policy." With the army was the political opportunist and presidential aspirant—Custer.

The Canadian situation was such that the North-West Mounted Police preceded the settlers and cleared the west of Indian troubles after the decline of the fur trade. The Hudson's Bay Company had made capitalists out of the Cree peoples by having them act as middlemen in trade with the Chippewyan and other tribes for fur, pots, blankets, and bead barter. The Cree kept the guns for themselves and thus increased their tribal power.

With confederation and the

National Policy, Indians were no longer necessary and needed to be removed. The government encouraged the killing of buffalo, "the Indians' walking department store," to further weaken the native. Realizing the futility of resistance, the Canadian Indian could only hope to negotiate the most favourable treaties possible.

Canada's government reluctantly taught farming techniques, and let missionaries handle education. They did not try to make the Indians into carbon copies of white men, but were content to have them out of the way on reservations. Only under these circumstances could settlers develop farm land, ship grain east, and act as a market for the eastern industrialists.

After Louis Riel's "Indian-Metis Republic" was put down the native became useless to society. He had nothing to contribute and needed only to be removed from the white man's conscience.

According to Dr. Warner, the Red Power Movement of the present day does not represent the common feeling of Canadian Indians, but rather tends to be representative of the Metis people and the affluent Indians. Canadian Indians are, however, coming out of inactivity and becoming part of our national life, largely through "positive" renewal of culture with the revival of many historical arts and crafts. Though many are entering the middle classes as managers and members of the bureau-

cracy, the masses are still impoverished and in desperate need of better living conditions.

Reserves are overcrowded, economic viability is non-existent and urban migration has greatly increased. Although some have identified themselves with the Third World Freedom movement, they are numerically insignificant. The Canadian government has successfully utilized a "divide and conquer policy" distinguishing between treaty Indians, non-treaty Indians, the enfranchised and the Metis; all coming under different legislations and administrations. Though current federal policy encourages individual cultural revival, it also supports integration.

Chris Kohut

Letters

Stage crew regarded as cheap labour

To the Daily:

The article "Working Backstage" which appeared in the Tuesday March 11 Daily seems to reinforce some poor ideas held concerning backstage work. The very fact that an article about backstage work was written by an actor who never consulted with any of the technical personnel is just one manifestation of the attitude held toward technical work.

The inaccuracies in the article do not interest me. The technicians are not consulted in planning a production and feel that the students responsible for the construction of the set are regarded as cheap labour. Recently the students involved in the technical production of Beggar's Opera formed a committee called The McGill University Stagecrafters' Committee of Moyse Hall (MUSC) in order to express their views.

Since it was felt by the English department that there was insufficient time to meet before The Beggar's Opera opened a meeting between MUSC and the Drama Production Committee of the English

Department has been planned for after the show closes. MUSC is trying to change the present situation, I hope for the sake of students who are in drama at McGill that MUSC succeeds.

Owen Grossman
Technical Director
The Beggar's Opera

Today

Beggar's Opera:

Presented by English Department tonight at 8 pm in Moyse Hall, Arts Building. Tickets at Union box office or at the door.

English Department:

"Cybernetic Cinema": Films and videotapes of recent productions and discussion led by John MacFarlane of 'Image West.' (Free admission). L219, 3-5 pm.

Sandwich Theatre:

"The Only Jealousy of Emer" and "Purgatory," two plays by W.B. Yeats. 1 pm Sandwich Theatre. Free admission.

School of Social Work:

Presenting "Political Movements of the Poor" by Frances Piven Ph.D., Department of Political Science, Boston University 2 pm, Arts 145.

Forum:

Prof. William Roff of Columbia University will speak on "The Bureaucratization of Islam in Modern Malaya," 4 pm, L820.

McGill Historical Society:

Presents Prof. I. Abella speaking on "International Unions and the Canadian Left," 4 pm in L110.

Creative Woman: a symposium:

Singers, dancers and a poetry reading. Four lectures on women writers: George Eliot, Jane Austen, Doris Lessing and Simone de Beauvoir. Daycare provided in Union 457-58. 12 noon Union ballroom. Lectures: 8 pm, Palmer Howard Theatre, Med. Bldg., 6th floor.

Canada-China Society:

John Dove of the group "Science for the People" will speak on "China: Science Walks on 2 Legs," also slide presentation, 8 pm, L219.

Transcendental Meditation:

Introductory lecture on benefits of TM. Burnside Hall, 1B21, 1 pm.

Skydiving Club:

Meeting tonight at 6 pm, Union basement.

Women's Union:

Any woman interested in free carpentry course come to Settlement House, 3553 St. Urbain at 7:30 pm.

Historical Society:

Meeting to discuss proposals re joint student-professor committee concerning student participation on search committees. L632 at 3 pm.

What's What

MOSKITRIP

Trip to Owl's Head this Sunday, March 16. Bus leaves Roddick Gates 7 am. Tickets \$7.75 at Union box office.

CHINESE STUDENTS' SOCIETY

Films from People's China: 1. Fishing in South China Sea (documentary in English). 2. Little Trumpeter (cartoon in English). 3. Green Pine Peak (feature). 8 pm, March 14, FDA Auditorium.

THIRD WORLD

ANTI-IMPERIALIST CONFERENCE
Conference March 14, 15, 16 at UQAM, Pavillon Lafontaine, 1301 Sherbrooke St. East. Saturday and Sunday workshops on Africa, Asia, and Latin America. Friday night opening speech by Martin Nicolaus of the Guardian Newsweekly. Saturday night supper and cultural presentation at 750 Roy St. East.

STUDENT-PROFESSOR WORKSHOP
Workshop on modular courses March 17, 12:15-5 pm, Leacock Council Room (8th floor). For more info call Meldon 843-4017 or Gail 842-2050.

MOC

Don't forget the Banquet on March 21. All members are welcome. Elections for next year's executive, March 18, Union ballroom, 8 pm.

SAVOY SOCIETY

Tickets now on sale for Gilbert and Sullivan's "The Pirates of Penzance", March 19, 20, 22 at 8 pm at the Union box office.

BADMINTON TOURNAMENT

MSSA invites all clubs of the ISA to participate in our Badminton Tournament this Sunday, March 16, 12 pm for a challenge Trophy. All entries by Friday. Call Wai Hung, 288-3970.

CHINESE STUDENTS' SOCIETY

Deadline for nominations: Friday, March 14 at 4 pm. Submit nominations to Tom Cross at Students' Union office.

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Environments and Development

MARCH 14, 1975

"SCIENCE AT THE SUBARCTIC
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Dr. F.H. Nicholson,
Director,
McGill Subarctic Research Laboratory

TIME: 2:15 p.m.

PLACE: Room 308, Burnside Hall

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continued from page 3

teacher leaves, the program ends. Moreover, a single comprehensive subject called "Native Studies" presented in a neat curriculum package with a prescribed text and recommended reference material won't satisfy the diverse needs of the students.

Language is a vital symbol and transmitter of cultural identity. However, no more than 30 out of the hundreds of schools across the country have native language programs.

One reason for this is the lack of qualified native teachers. McGill Professor Peter Sindell says that "with white teachers, conflicts and misunderstandings are inevitable. The philosophies are different. For example, in the white school system, anxiety is used as a means of control. Within the Cree system the concept of reinforcement is used as a teaching tool. The teacher doesn't ask the student questions until he sees that the child has mastered what he is supposed to learn."

"The notion of life as being separate from learning is European. The Indians traditionally have emphasized practical skills which are trained out in the Western system. For example, Indians have put more emphasis on visual skills than we do; we put more emphasis on verbal abilities." Sindell feels there should be more Native teaching assistants in the schools to reduce these misunderstandings "even if they don't possess certification, if necessary."

McGill's education faculty

Some of these misunderstandings are apparent in teacher training programs. Two years ago, a handful of Indian students came to McGill's Education faculty. The program was not as successful as it could have been. Professor Heather Davis said that the students' arrival was the result of a "political move on the part of the government, deciding it had to do something for the Indians that were dumped on us. The government notified us only two weeks before they arrived. As a result, we were inadequately prepared to teach them. Problems arose that we didn't anticipate. For example, they did not have a white man's sense of time. They would come into a class late, which annoyed many people. But they had no sense of punctuality. Indian society doesn't put emphasis on being 'on time' the way ours does."

However, next year the McGill Education Department will try again to introduce a "native-education program."

Indian control of Indian education

There are instances where Indians have successfully attained control of their schools.

The Indian Way School at Caughnawaga (Mohawk) is a free school "whose aim is to enrich

students," says one former student. According to Ryan Montour, who was also an assistant teacher there, the school has about 50 students, ages 7-26. Many of the language classes, for example, are unstructured so that they accommodate any age. Emphasis is put on native studies programs. Caughnawaga is one of the few schools which controls its own education.

Manitou

Manitou Community College is the only native-run institute in Canada. Started by a group of Native students who attended McGill, it began two years ago. It accommodates 150 students from Quebec and the Maritimes, and has CEGEP status.

George Miller, the College director and one of its founders said that the college had "many initial hassles with the government—there were problems attracting students and gaining accreditation. The main problems faced are in getting teachers who are native themselves, or who are well-trained."

"The college attracts a lot of guilty liberal types as applicants for teaching positions. They have more identity problems than the Indians do," said Miller. As a result, they screen all applicants very closely.

"Most of the programs have social sciences emphasis, because most of the Indian problems lie in that area and we don't have enough money for a good science program." All the courses have native content. The first graduating class is in May, with 13 graduates. As far as Miller knows, there is only one other school like it, and it is located in Arizona.

Conclusion

Right now, the government is paying lip service to the NIB recommendations. Actual Indian control would change that. However, if we don't face up to economically-related issues, we won't be able to solve the

problem. Land rights, for example, are closely tied in. Society has destroyed the Indians' economic means of sustaining themselves. When the amount of land Indians had available was reduced, so was their hunting and trapping area. This led to a reduction in their source of income.

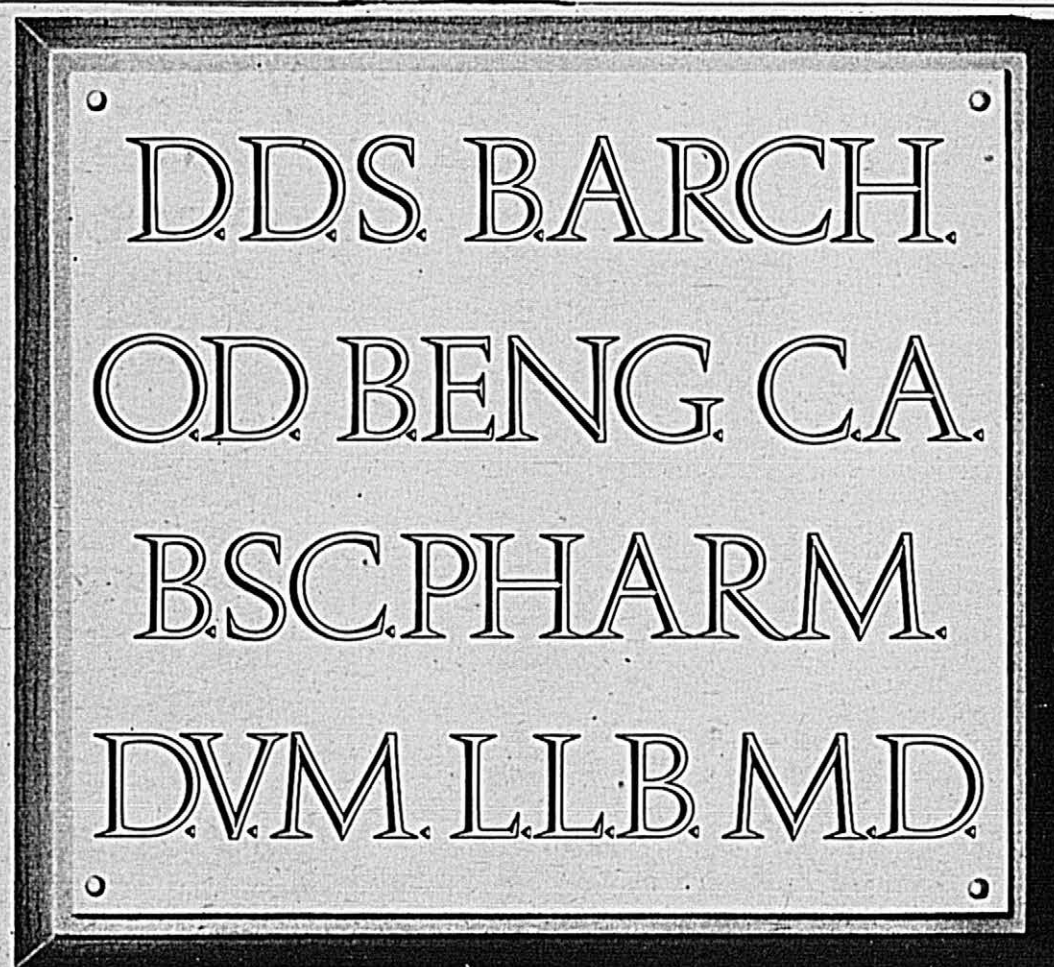
These factors helped make

Indians dependent on the federal government. This dependence has, in turn, prevented them from having any say in education policies. Most of their children attend schools off the reserve, and their parents are powerless to control their education.

This must be changed by demanding Indian representa-

tion on local school boards. There should be an equal ration of native parents on the school board to that of native children in the schools.

Caughnawaga and Manitou are certainly steps in the right direction, but there is only a total of 200 students now being educated in these institutions. That is not enough.



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